

#TMHAWAY



The  
Nicholas Hamond  
Academy



JANUARY 2021

 TeamNHA

 TeamNHA

 @TeamNHA

PROUDLY  
SHARING  
OUR  
NEWS

Determined to be...  
'the best that we can be'



## PRINCIPAL'S POST

What a start it has been to 2021! I always view the start of any new year with optimism for what may follow through the year. Starting the year with the challenges that lockdown brings in every aspect, I certainly hope it means things can only get better! Whilst there have naturally been some initial issues and problems with getting things set up and sorted I have been delighted by the way our students have positively embraced the challenges of remote learning. It has also given staff much to think about!...teaching through a computer screen is not something any of us were trained to do but our staff have embraced their challenge with the same positivity that our students have shown. We often see in times of adversity the best qualities in human nature as people pull together and support each other. The challenges that the pandemic has brought to our lives are only too real to see everywhere we look but I am confident that if we continue to tackle the challenges in the way we have done then, from the adversity we will see better days ahead . Kind regards.

*Mark Woodhouse*

## NOTE FROM THE CHAIR OF GOVERNORS

“Over the 9 months the academy governors have followed government and ATT guidelines by avoiding face-to-face individual and group meetings. This has meant that the Local Area Committee (LAC) of governors has had to adapt in a similar way to the rest of the academy community in order to fulfil its responsibilities. By exchanging emails and engaging in video link meetings with the senior leaders and staff of the academy the LAC has been able to monitor and scrutinise the general work of the academy including quality assurance processes, pupil outcomes, performance improvement, complaints and exclusions. The LAC has also ensured that the following specific areas have been looked at more closely: Safeguarding, Special Educational Needs and Disadvantaged groups. I believe that the quick response of the Principal and the unified actions of the staff has enabled THNA to provide a high level of pastoral support and a high level of learning support to all of the pupils at the academy. The way the school community of senior leaders, support staff, teaching staff, parents and pupils have worked so positively under such incredibly difficult circumstances has been impressive and deserving of the highest praise”. *Phil Anderson*

## ON-LINE LEARNING



Our students and their teachers have adjusted to online learning with tenacity. Students have weekly drop-in sessions with their tutor where they have the opportunity to work on their debating skills by supporting or challenging a controversial statement each week. It is also a time to catch up and discuss how they have found working from home.

Our weekly assemblies have gone ‘virtual’ and students have been logging on to learn how they can keep themselves safe online, how to most effectively learn remotely and how to tackle bullying in all its forms, with more relevant and interesting topics still to come such as inspirational stories, county lines awareness and kindness to our fellow humans. Students have adapted quickly and effectively to the demands of remote learning and have shown a determination to ensure that the situation we find ourselves in does not hinder their learning. A very big ‘well done’ from the TNHA Team!

# REWARDING EFFORT & ACHIEVEMENT



Our teachers continue to recognise effort and achievement and we have modified the Rewards Policy in order to celebrate those that are working so hard in completing work set and learning new and valuable life skills at home. To that end the Top 10 students in each Year Group receive an electronic postcard thanking them for “being amazing”.

In addition to this, Key Stage Leaders have launched two weekly awards:-

**The Attendance & Engagement Award:** This is awarded to a student who has consistently attended and engaged in all their lessons, demonstrating their commitment to their learning and progress. An attitude that, if maintained, will serve them well in life and catapult them towards success.

**The Exceed Award:** This is awarded to a student who has gone above, beyond and consistently pushed themselves to achieve. They have distinguished themselves by attempting challenge and extension tasks and have achieved their aims of excelling in their work.

Students are nominated by their teachers and winners selected by the Key Stage Leaders each week. Weekly winners will be announced in assemblies. All those that win will receive 5 positive points, an e-postcard and a spot in the half term big prize draw.

As we continue to adapt in this changing environment, our students continue to push and challenge themselves ‘to be the best that they can be’.

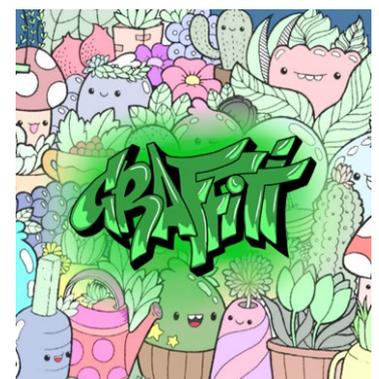
Both in the academy and at home, students have been also been introduced to our new **Challenge Cup**. This gives students the opportunity to be creative and do something a ‘little different’ during the day. The ‘challenge’ over the past few weeks has been to create a logo and moto for their Year Group. Congratulations go to Grace (Year 11) and Faye (Year 10) who have been selected as crest winners to represent their Year. We look forward to the announcement of the winning entries for our younger years.

# LEARNING AWAY FROM THE SCREEN

In order to demonstrate that not all learning is done in front of the computer screen, our students have sent in some amazing work they have undertaken at home as part of their learning and wider skills.

Year 9 students have started a new project in Art. They were asked to consider whether they felt graffiti was art or vandalism. Their initial task was to create a title page for the project working on ‘shape’ to create their lettering, along with colour and shading. Their challenge was to create a background for the lettering. In either digital or hand drawn form.

During the project students will learn about vandalism laws in the UK. They will look at ‘Banksy, Haring and Basquiat’.



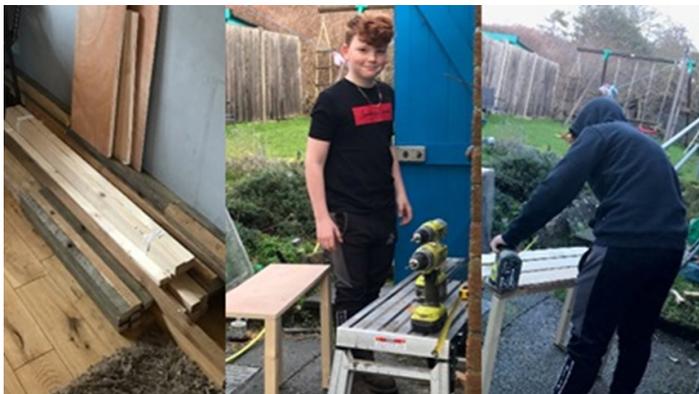


They will also consider how street art is accessible for most people to view and some of the common subject matter and themes such as racism, politics, responding to current affairs and pop culture.



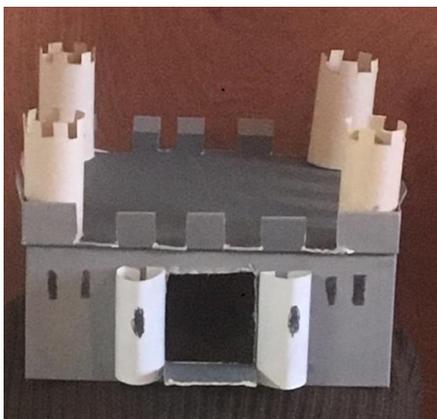
Our younger students have been studying animal habitats and what features animals need to survive in their natural home. They have been identifying what types of animals live alongside each other in ecosystems and key adaptations animals that live in extreme climates have.

They have been discussing many interesting topics and had fun answering questions, such as why polar bears have small ears and why camels have long eyelashes? One of our scientists enjoyed creating Lego model habitats to share with us!



This young man demonstrated just how to turn a pile of planks into a piece of furniture.

This fabulous table was the result of his carpentry skills.



Our students in Design Technology have started projects to be completed at home. Here we can see the early stages of designs made for a 'flying creature' (which should flap gently when left in a breeze by a window or door) and a project from a student with a remit to make a 'Castle, Fort or Dolls House' from plans given by the teacher. We look forward to seeing the finished articles.



# MEANWHILE IN THE ACADEMY

As many of you within our community will be aware, the academy remains open during this time for vulnerable and key worker students. Our students have been turning up with a positive attitude to learn each day and have been fully engaging in their on-line lessons. Students have even been spilling out into the corridors (within their designated areas), on occasions, for lessons such as drama, in which they were trying to demonstrate, with only actions, the way they were feeling. A wide range of faces were being pulled and strange actions performed!

Students in the academy have also had their very own Joe Wicks', in the shape of our P.E. Team, and have had the opportunity to show off their basketball and football skills, as well as trying to beat the sports teachers in a range of fitness challenges during a 30 minute session each day. The PE teachers are winning..... but only just!

***Lockdown from a student point of view:- "During this pandemic the school has remained open for key workers and vulnerable children, this meant the school had to adapt to the new circumstances and the staff all made sure we did. To enforcing social distancing and keeping the different year groups in bubbles the school followed the restrictions well. To start off with it was hard to adjust to the new rules but now 4 weeks in we find it alright working from a computer. We would all prefer to get back to our normal routine but the school has made sure the students are still learning, happy and are safe"***

## STAFF TESTING

All staff currently working in the academy including teachers, administrative staff, site team, support staff, drivers, kitchen & cleaning staff have been offered a lateral flow Covid test. We would like to take this opportunity to thank all those who are running these tests on our behalf making sure we are all as safe as we can be.



## A CHANCE TO HELP AND INSPIRE

***Do you know anyone who attended TNHA (or previous Hamonds High School) and can answer "YES" to the following?***

- ◆ Do you have a career as a health professional, in law, the fire service, the police service, the military, teaching or any other interesting area?
- ◆ Are you a business owner e.g. graphic designer, builder, engineer, artist, hairdresser etc?
- ◆ Do you feel you can be a role model to our current students, sharing your experience of training, higher or further education and the workplace?

***We are looking to expand our network of alumni to inspire our students from those that have sat in the very same classrooms and have achieved success in their chosen career. Please contact us via [Email:office@tnha.org.uk](mailto:office@tnha.org.uk) for further information.***

# LONDON TO PARIS STEP-BY-STEP

The staff on our SEND have taken on a challenge to walk from London to Paris in 14 days. This is the equivalent to 889,498 steps and therefore quite a task and a great way to encourage fitness and mental wellbeing. Amongst their walks they have certainly encountered some wonderful winter scenery and, whilst not quite Paris admittedly, the Norfolk countryside demonstrates its own beauty! We wish them well on their quest.



London to Paris  
Distance: 889,498 steps

## WELCOME TO OUR TEAM

“Over the last 12 years I have worked in Safeguarding within both the Metropolitan Police and Education. During my time in the police force, I worked in various positions many dedicated to Safeguarding, in particular the Child Abuse and Sexual Offences Command where I trained as a Detective Constable. Having made the decision to take a more proactive approach to Safeguarding I left the police and began my journey in Education. Prior to joining TNHA, I worked as the Emotional Wellbeing Professional Lead at a Special School within Surrey working with children aged 4-19 years who had complex communication needs, predominantly autism. It was here that I found my love for working with families directly and facilitating training. After relocating to Norfolk and the joining the academy I look forward to getting to know our families.”



*Charlie Mendoza  
(Safeguarding  
Manager)*



*(James Morris  
Assistant  
Principal)*

“I am very excited to be joining TNHA on its journey to ensuring it and its students are ‘the best we can be’. I join the team as Assistant Principal; my primary roles are to ensure high standards of behaviour and pastoral care to all students. I strongly believe that having high expectations and standards of behaviour, with the support of pastoral care, are the fundamental building blocks of any academy striving to be the best. To embed this, clear and high expectations, along with good routines need to be established. This will enable students to learn and be challenged in a disruption free learning environment, ensuring they have the opportunity to make every minute count. Alongside this it is vital that we equip our students with the right behaviours for life in the community and beyond their time at TNHA, to ensure they have the best life opportunities and are not limited in any way. I look forward to working with the whole community, students, parents, staff and governors in driving standards and expectations, working together as one team, to give the young people within our community the best start to life”.

# INTERNATIONAL HOLOCAUST REMEMBRANCE DAY

27 January 2021

*Quote from the Holocaust Memorial Day Trust*

“We promote and support Holocaust Memorial Day (HMD) – the international day on 27 January to remember the six million Jews murdered during the Holocaust, alongside the millions of other people killed under Nazi Persecution and in genocides that followed in Cambodia, Rwanda, Bosnia and Darfur. 27 January marks the anniversary of the liberation of Auschwitz-Birkenau, the largest Nazi death camp. HMD is for everyone. Each year across the UK, thousands of people come together to learn more about the past and take action to create a safer future. We know they learn more, empathise more and do more.”



HOLOCAUST  
MEMORIAL  
DAY 27/1



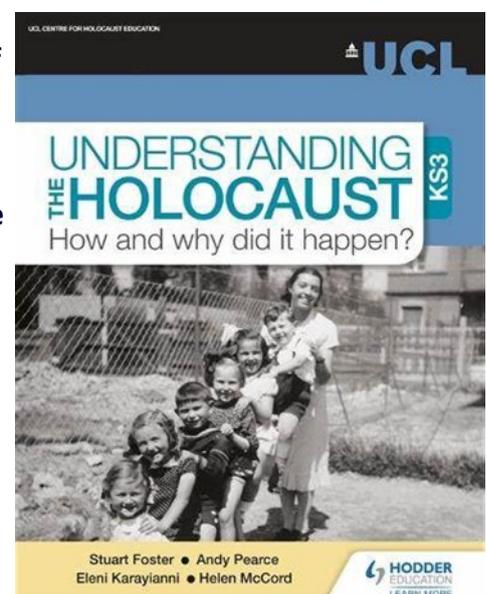
*We have taken the opportunity of asking Dr. Murphy, Assistant Director of Humanities, for his comments on teaching students about this subject during their History course :-*

“Having been teaching History for over 15 years, I was concerned with the inadequacy of the written material on the Holocaust available to KS3 students. Yes, at TNHA, we do study an entire Unit on the Holocaust in History at KS3 which is well-resourced and expertly delivered - but there is always room for improvement, especially on this particular subject matter.

As a result, to ensure that our KS3 students get the best education possible in History, I set about researching new material and approaches to teaching this historically important event.

Luckily, I came across an excellent and worthwhile course run by the University College, London, which explored new ways of teaching this topic and have even produced an excellent textbook on the matter, *Understanding the Holocaust. How and why did it happen?* Having completed their professional development course and obtained their excellent textbook, the teaching strategies and new approaches they advocated will be incorporated fully into our KS3 Holocaust Unit going forward. This will make it an even more thorough analysis of this regrettable and horrific event in World History so that our students not only get the best education possible in History but also so that they learn from past horrors.

This will help ensure that our students do not fall victim to what George Santayana once said, "Those that do not learn from History are destined to repeat it."



# THANKS RECEIVED

*Just a few of the messages we have received from our parents and carers. These are very much appreciated by our staff.*

**"I just wanted to convey how very, very, grateful we are at the quality and effort staff are putting into the online learning, especially the live sessions. They are helping provide much needed clarity and guidance of the independent work and are a great opportunity to ask questions. Absolutely fantastic logistical effort, again a huge thank you to staff working so hard and tirelessly to deliver this quality education to our children in such a challenging time for all, you're all amazing".**

**"Thank you so much for yet more timely, supportive and informative communication from the academy. Since last March, we have been so grateful for the way the school and its staff have handled everything given all the challenges we face at present, particularly with regards to home learning. We have noticed that this is now massively up-scaled, with so many lessons taking place on Teams. This must be a huge challenge for you all and we do not take this for granted. However, it makes a huge and valuable difference to us here at home and reassures us that the school is doing everything within its power to help pupils and that children are still able to cover the work they need to do and to interact with their skilled teachers. It does not go unnoticed that as well as placing a strong focus on learning, you are mindful of the emotional impact we are all experiencing, want to know how we all are and are clear in your messaging that we are all up against it and in this together. We know there isn't much down time for staff at the moment and it must be so difficult for you all but this email is to let you know that it is so appreciated. I cannot speak highly enough of the positive time our child has had at the academy since starting in 2019. Thank you again"**

**"I just wanted to pass on my thanks to all staff involved in the Year 7 learning zooms today. I was very impressed. For children who may have been worried, anxious etc. today, each and every member of your staff did their best to allay any concerns they may have had. Thank you for all you are doing for our children, I for one, really appreciate it. Please could you pass on my thanks to Mr King, Miss Watson and the others?"**

**"I just wanted to wish you a Merry Christmas. I'd like to thank you also for all the support and care you have given my son. You have continued to put my mind at ease as I know he is in great care with you. Thanks again and stay safe."**

**"I want to thank all of the wonderful staff working their socks off this year. What a year, and one that I'm sure you are ready to see the back of. Despite the giant hurdles, I still feel my son is getting a wonderful education and can I can see you are still striving to make it an outstanding school."**

**"Just a short note to pass on our thanks and appreciation for EVERYONE'S hard work and dedication throughout this incredibly stressful year. I have young adults in Y9 and Y11 and have been extremely impressed with the communication from the academy in the various issues arising. On behalf of my children a 'thank-you' as they have never had any anxiety in returning to school after the first lockdown, which is down to the clear communication we received beforehand to pass onto them and the guidance when they actually returned."**